

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

SOMERSET
BERNARDS TWP

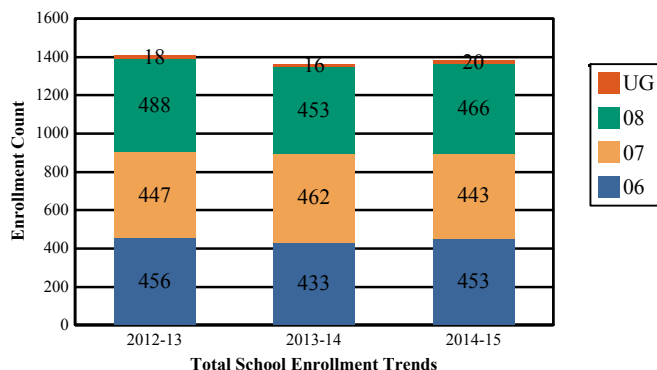
GRADE SPAN 06-08

35-0350-055

WILLIAM ANNIN MIDDLE SCHOOL
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

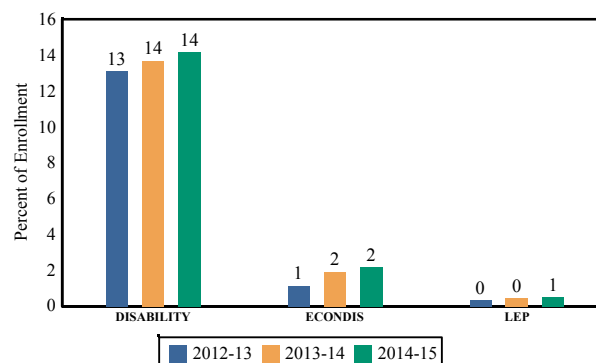
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



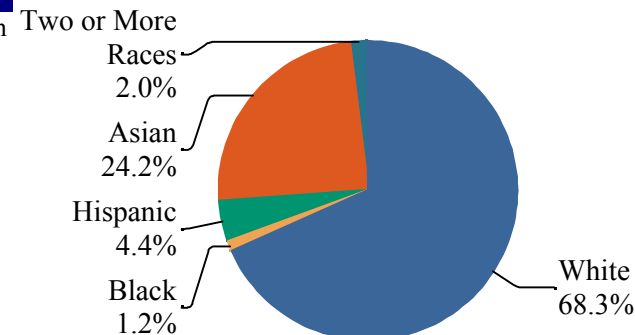
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



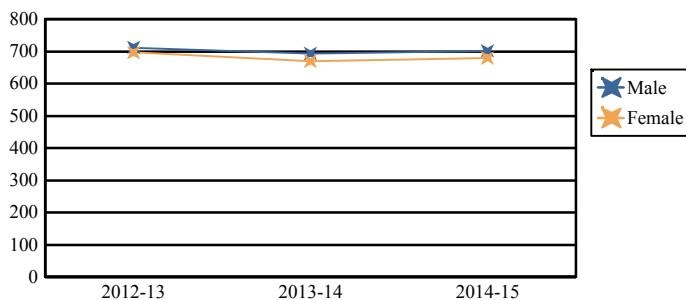
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	1,409
2013-14	1,364
2014-15	1,382

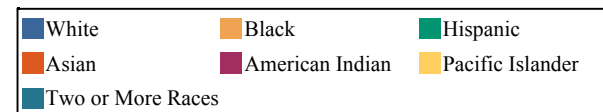
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	196	14%
Economically Disadvantaged Students	30	2.2%
English Language Learners	7	0.5%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	91.0%
Chinese	1.9%
Spanish	1.3%
Korean	0.8%
Hindi	0.7%
Tamil	0.4%
Other	4.0%

ACADEMIC ACHIEVEMENT

**SOMERSET
BERNARDS TWP**

GRADE SPAN 06-08

**35-0350-055
WILLIAM ANNIN MIDDLE SCHOOL
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	80%	78	96
Math Met or Exceeded Expectation	73%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	985	79.9%	95%	76%	NO
White	622	75.8%	95%	69.4%	NO
African American	-	-	--	--	--
Hispanic	47	57.4%	95%	86.7%	YES*
American Indian	-	-	--	--	--
Asian	286	94%	95%	92.9%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	137	40.1%	95%	69.5%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	993	73.2%	95%	76.5%	NO
White	628	66.7%	95%	69.9%	NO
African American	-	-	--	--	--
Hispanic	47	49%	95%	86.7%	YES*
American Indian	-	-	--	--	--
Asian	287	92.7%	95%	93.2%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	137	28.4%	95%	69.5%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	772	749	1%	4%	12%	57%	26%	83%	50%
White	210	768	755	1%	7%	14%	56%	22%	78%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	18	761	736	6%	6%	17%	61%	11%	72%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	101	783	770	0%	0%	6%	58%	36%	94%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	45	744	718	4%	22%	24%	40%	9%	49%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

WILLIAM ANNIN MIDDLE SCHOOL

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	323	783	750	1%	5%	10%	33%	51%	84%	53%
White	217	778	757	1%	6%	9%	38%	45%	83%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	15	758	736	0%	7%	40%	40%	13%	53%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	83	801	777	0%	1%	5%	22%	72%	94%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	57	741	713	7%	23%	28%	30%	12%	42%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	321	772	750	3%	7%	17%	41%	31%	73%	53%
White	195	764	757	4%	10%	21%	42%	23%	65%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	14	745	735	7%	7%	43%	43%	0%	43%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	102	792	778	2%	0%	4%	41%	53%	94%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	35	724	713	20%	26%	29%	26%	0%	26%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	768	743	1%	5%	16%	55%	23%	78%	42%
White	210	760	749	2%	6%	21%	58%	12%	70%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	18	760	731	0%	11%	17%	56%	17%	72%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	101	786	768	0%	1%	4%	50%	46%	95%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	45	740	718	7%	24%	27%	36%	7%	42%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	757	740	2%	7%	23%	60%	7%	67%	38%
White	207	756	745	2%	8%	23%	60%	7%	67%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	14	735	730	7%	14%	50%	29%	0%	29%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	41	767	760	0%	2%	15%	71%	12%	83%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	57	731	715	9%	28%	44%	16%	4%	19%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	728	726	17%	31%	27%	25%	0%	25%	24%
White	46	729	732	20%	26%	26%	28%	0%	28%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	32	723	705	22%	34%	22%	22%	0%	22%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	259	776	740	0%	3%	17%	60%	19%	79%	40%
White	158	767	746	1%	4%	25%	61%	9%	71%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	92	793	769	0%	3%	4%	57%	36%	92%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	791	728	0%	0%	0%	17%	83%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	50	791	751	0%	0%	0%	18%	82%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 08

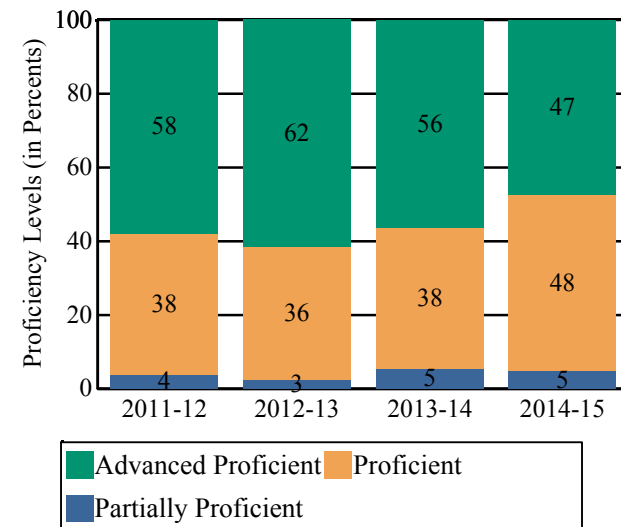
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	47%	48%	5%
White	42%	53%	5%
African American	-	-	-
Hispanic	19%	63%	19%
American Indian	-	-	-
Asian	68%	30%	3%
Two or More Races	-	-	-
Students with Disability	10%	68%	22%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
361	277

Algebra I Test Taking

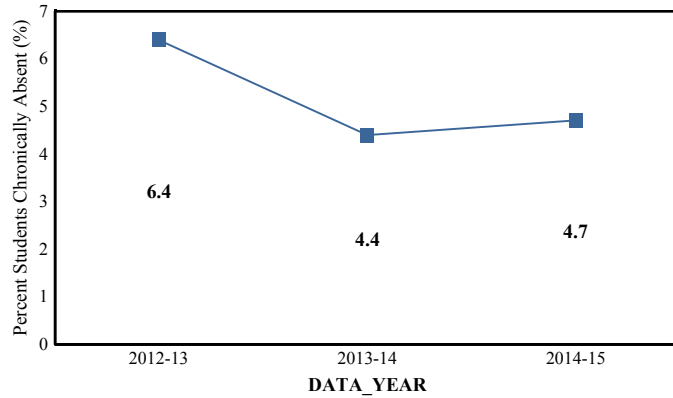
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
93.4%	78.3%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

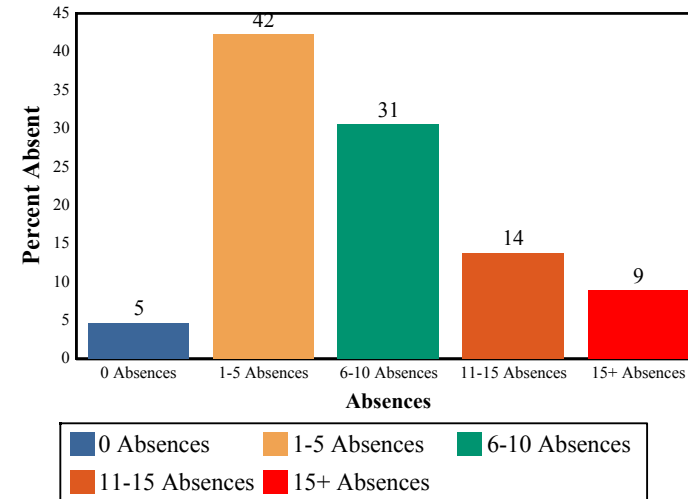


Chronic Absenteeism for 2014-15

4.71%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	2.4%	3.9%
Music	59.0%	66.0%
Visual Arts	75.7%	71.1%
Total: All Visual and Performing Arts	87.7%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	49	49	35	YES
Student Growth on Math	46	49	43	35	YES
		49	46		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	3%	1%	0%
Approached	9%	3%	2%
Met	16%	17%	11%
Exceeded	4%	13%	19%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	4%	2%	1%
Approached	11%	4%	4%
Met	21%	17%	17%
Exceeded	0%	3%	12%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

BERNARDS TWP

GRADE SPAN 06-08

WILLIAM ANNIN MIDDLE SCHOOL

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	790	770
50th	772	749
25th	757	726
0th	679	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	33	44
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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	786	763
50th	767	742
25th	752	721
0th	667	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	34	42
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WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET
BERNARDS TWP

GRADE SPAN 06-08

35-0350-055
WILLIAM ANNIN MIDDLE SCHOOL
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	804	776
50th	787	751
25th	765	724
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	799	777
50th	772	751
25th	748	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	773	759
50th	759	740
25th	745	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	773	850
75th	749	748
50th	727	726
25th	708	704
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

SCHOOL CLIMATE

SOMERSET

BERNARDS TWP

State of New Jersey

2014-15

GRADE SPAN 06-08

35-0350-055

WILLIAM ANNIN MIDDLE SCHOOL

70 QUINCY ROAD

BASKING RIDGE, NJ 07920-2245

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 20 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	346

SCHOOL PEER GROUP
SOMERSET
BERNARDS TWP

GRADE SPAN 06-08

35-0350-055
WILLIAM ANNIN MIDDLE SCHOOL
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	ALLENDAL E BORO	BROOKSIDE	03-0040-010	04-08	0.7%	0.5%	10%
BERGEN	ALPINE BORO	ALPINE ELEMENTARY SCHOOL	03-0080-010	KG-08	0%	2.6%	14.8%
BERGEN	DEMAREST BORO	DEMAREST MIDDLE SCHOOL	03-1070-040	05-08	1.6%	0.9%	15.5%
BERGEN	NORWOOD BORO	NORWOOD PUBLIC SCHOOL	03-3740-020	KG-08	0.2%	2.1%	11.4%
BERGEN	PARAMUS BORO	WEST BROOK MIDDLE SCHOOL	03-3930-060	05-08	6.4%	0.3%	20.6%
BERGEN	RIDGEWOOD VILLAGE	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-4390-060	06-08	1.1%	2%	14.8%
BERGEN	RIVER DELL REGIONAL	RIVER DELL MIDDLE SCHOOL	03-4405-060	07-08	0.2%	0.8%	12.2%
BERGEN	WOODCLIFF LAKE BORO	WOODCLIFF MIDDLE SCHOOL	03-5880-050	06-08	1.5%	0%	12.6%
BERGEN	WYCKOFF TWP	DWIGHT D. EISENHOWER MIDDLE SCHOOL	03-5920-025	06-08	1.4%	0.4%	14.1%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX MIDDLE SCHOOL	13-5630-070	07-08	3.6%	0%	13.6%
HUNTERDON	ALEXANDRIA TWP	ALEXANDRIA MIDDLE SCHOOL	19-0020-005	04-08	3.4%	0%	16.6%
HUNTERDON	CALIFON BORO	CALIFON ELEMENTARY	19-0670-030	PK-08	4.6%	0%	16.3%
HUNTERDON	CLINTON TWP	CLINTON TOWNSHIP MIDDLE SCHOOL	19-0920-050	07-08	4.1%	0.2%	17.2%
HUNTERDON	LEBANON TWP	WOODGLEN SCHOOL	19-2600-050	05-08	4.1%	0.6%	19.2%
HUNTERDON	TEWKSBU RY TWP	OLD TURNPIKE SCHOOL	19-5180-030	PK-08	2%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	TIMBERLANE MIDDLE SCHOOL	21-2280-075	06-08	2.7%	0.2%	13.4%
MIDDLESEX	CRANBURY TWP	CRANBURY SCHOOL	23-0970-030	PK-08	3.7%	0.2%	14.1%
MONMOUTH	MIDDLETOWN TWP	THOMPSON MIDDLE SCHOOL	25-3160-057	06-08	4.1%	0%	15.7%
MORRIS	HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	27-2010-050	PK-08	2.6%	0%	14.2%
MORRIS	KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	27-2460-065	06-08	3.5%	0.4%	16.9%
MORRIS	LONG HILL TWP	CENTRAL MIDDLE SCHOOL	27-4000-030	06-08	1.9%	1%	15.9%
MORRIS	MENDHAM BORO	MOUNTAIN VIEW	27-3090-060	05-08	1.4%	0%	11.6%
MORRIS	MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	27-3380-020	03-08	3.2%	1%	16.1%
MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	27-0785-030	06-08	2.4%	0.3%	15.7%

SCHOOL PEER GROUP

SOMERSET

BERNARDS TWP

GRADE SPAN 06-08

**WILLIAM ANNIN MIDDLE SCHOOL
70 QUINCY ROAD
BASKING RIDGE, NJ 07920-2245**

MORRIS	WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	27-5520-035	06-08	4.2%	0.2%	19.4%
OCEAN	BAY HEAD BORO	BAY HEAD ELEMENTARY	29-0210-020	KG-08	0%	0%	5.4%
SOMERSET	BERNARDS TWP	WILLIAM ANNIN MIDDLE SCHOOL	35-0350-055	06-08	2.2%	0.5%	14.1%
UNION	BERKELEY HEIGHTS TWP	COLUMBIA MIDDLE SCHOOL	39-0310-030	06-08	2.2%	0.3%	11.7%
UNION	CRANFORD TWP	HILLSIDE AVENUE SCHOOL	39-0980-033	KG-08	6.9%	0.5%	25.2%
UNION	SCOTCH PLAINS-FANWOOD REG	TERRILL MIDDLE SCHOOL	39-4670-065	05-08	3.9%	0%	14.1%
UNION	WESTFIELD TOWN	THOMAS EDISON INTERMEDIATE SCHOOL	39-5730-070	06-08	4.2%	1.2%	18.4%